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ABSTRACT

Using a hypothetical example of how a job placement program was developed in a small, rural community, this booklet is intended as a guide to aid local high school systems in the development of job placement programs. Written in a question/answer format, it focuses on four major objectives of a job placement program: To provide information to students about jobs available within the region; to provide information to students about jobs outside the region; to provide assistance for students who desire to go to work; and to provide students with spot labor opportunities, such as work after school or on Saturdays. (This booklet is one of several focusing on the development of different components of a career education program.) (BM)

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WHAT WILL YOU DO AFTER HIGH SCHOOL?

"HOW TO DEVELOP A PLACEMENT PROGRAM FOR HIGH SCHOOL STUDENTS"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Generic Definition of Career Education
by
Dr. Kenneth B. Hoyt
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. "Career" is the totality of work one does in his/her lifetime. "Education" is the totality of experience through which one learns. Based on these two (2) definitions, "Career Education" is defined as follows: "Career Education" is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

DO YOU KNOW THAT.....

WORK WILL BE THE MAJOR THING IN YOUR LIFE..... FOR THE REST OF YOUR LIFE!

AFTER PLANNED SCHOOLING MOST PEOPLE WORK 40-50 YEARS. THIS COULD MEAN MORE THAN 10,000 DAYS

"ON THE JOB"...

HENCE, THE NEED FOR A PLACEMENT PROGRAM FOR HIGH SCHOOL STUDENTS.

Some Introductory Thoughts . . . . . .

Q. What, exactly, is a Job Placement Program?

A. An effective Job Placement Program helps students to develop positive self-concepts, self confidence and career awareness as they enter a field of employment.

Q. Why do students need a Job Placement Program?

A. Students need a Job Placement Program because:

1) it motivates students to complete their secondary education; and 2) it assists students in becoming employed. Students must realize, however, the correlation between "what they want to be" and "what they enjoy" in relation to "what jobs are available in the *world of work.*"

Q. What does an expert on career education say about job placement?

A. Sidney P. Marland, former U.S. Commissioner of Education, states: "Educators must be bent on preparing students either to become properly or usefully employed immediately upon graduation from high school. Placement services in the school system will assist *every* student, especially the student leaving before he/she completes the 12th grade, to plan the next step in his/her development. Job entrance will be just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valued as the commonly accepted credentials for college entrance."

Now, let's take a look at Grinsville, U.S.A. – a small, rural community – and see how they DEVELOPED a JOB PLACEMENT PROGRAM.

Q. What was the local situation?

A. Grinsville is a small, rural community with limited funds. The school system could not afford a full-time or even a half-time job placement coordinator. Therefore, they utilized the personnel already available to them.

Q. What staff member coordinated the job placement program?

A. The guidance counselor at Grinsville High School was chosen to coordinate the program.

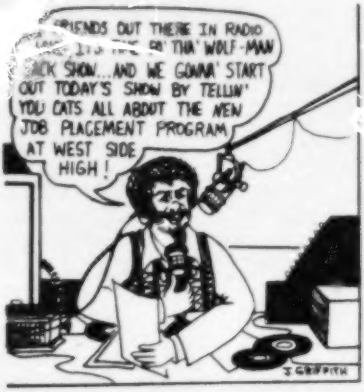
Q. What other school personnel were involved in the program?

A. First of all, the guidance counselor gained support from the board of education, the superintendent and the principal. After the program was developed, the guidance counselor kept these school personnel informed on its progress and identified ways to improve the program. Next, the teachers were oriented and invited to participate in the program. Teachers were the key to Grinsville's successful job placement program, because they provided career-related information to the students as well as individual counseling sessions.

Q. What physical facility was used?

A. The counselor's office served as the central depository of all placement records and other program information. Students from the general business classes received the job orders via telephone.

Now, let's take a look at the JOB PLACEMENT OBJECTIVES and see how Grinsville High School IMPLEMENTED their program.



Their First Objective:

••**to provide information to students of jobs available within the region.**

How They Accomplished It:

••they oriented—through large and small group sessions—all students, school personnel at Grinsville High School and business and industrial personnel about the program.

••they released news articles to the radio and newspapers about the program.

••they contacted the business and industrial personnel about available jobs for the students.

••they arranged for a representative of the local Economic Security Office to inform the students of job vacancies at least once every two weeks.

••they established a file which identified the types of employment, both full and part-time, in which the students expressed an interest after graduation from high school.

••they organized a system of contacting a perspective employer to prevent a large number of students from approaching the same employer.

(See pages 5 - 6 - 7 for sample copies of a job order form and a student information record form.)

JOB PLACEMENT CENTER
JOB ORDER

DATE *July 14, 1976*

COMPANY *Wilson Drug Company* PHONE *(606) 672-2883*

ADDRESS *120 Main St., Grinsville, KY 41339* PRODUCTS OR SERVICE *------*

CONTACTS NAME *Mr. Happy Jones* JOB TITLE *Clerk*

SPECIFY REQUIREMENTS, AGE, PHYSICAL CAPABILITIES, SKILLS, KNOWLEDGE, ATTITUDES

Applicant must be neat and cordial to the public. Work involves the sale of merchandise and operation of cash register; display

CHARACTERISTICS OF JOB OPENINGS

Salary $2.60 per hour, 5 days per week, hours--8:00 a.m. - 5:00 p.m.

Employee benefits: workmans compensation and unemployment insurance

REFERRALS:

WHEN A JOB OPENING IS LISTED WITH THE JOB PLACEMENT CENTER THE FOLLOWING ACTION IS TAKEN BY THE COORDINATOR:

---JOB ORDER FORM IS COMPLETED (SEE ABOVE)

---APPROPRIATE RECORDS ARE SCREENED

---AT LEAST THREE PROSPECTIVE APPLICANTS ARE IDENTIFIED

---INTERVIEWS ARE SET UP

---EMPLOYER IS CONTACTED FOR FEEDBACK

---INFORMATION CONCERNING REFERRAL AND DISPOSITION IS RECORDED

JOB PLACEMENT CENTER

STUDENT INFORMATION RECORD

NAME_____ SCHOOL_____ PROGRAM_____

ADDRESS_____ ZIP_____ PHONE_____

DO YOU LIVE WITH PARENTS?_____ GUARDIAN?_____ RELATIVE?_____ OTHER?_____

NAME_____ ADDRESS_____

WHAT IS YOUR SOCIAL SECURITY NUMBER?_____ YEAR TO GRADUATE?_____

PREVIOUS EMPLOYMENT HISTORY

Employer	Duties	How Long?	Reason For Leaving

BELOW LIST OTHER EXPERIENCES YOU HAVE HAD WHICH HAS HELPED YOU PREPARE FOR EMPLOYMENT (INCLUDE COURSEWORK).

_____

_____

_____

_____

WHAT AWARDS AND RECOGNITION HAVE YOU RECEIVED?

_____

_____

_____

_____

WHAT ARE YOUR HOBBIES/INTERESTS?

_____

_____

DAYS ABSENT

9th_____

10th_____

11th_____

12th_____

REFERRALS AND DISPOSITION

INSTRUCTORS RECOMMENDATIONS

___Enthusiastic
___Interested
___Somewhat Indifferent
___Not Interested

DEPENDABILITY

___Entirely Dependable
___Requires Little Supervision
___Sometimes Neglectful
___Unreliable

JUDGEMENT

___Displays Excellent Common Sense
___Usually Does The Right Thing
___Occasionally Uses Poor Judgement
___Very Poor-Rash

ADAPTABILITY

___Adjust Easily
___Good Team Worker
___Had Difficulty Working With Others
___Antagonizes Fellow Workers

INITIATIVE

___Takes Hold Readily
___Goes Ahead Reasonably Well
___Somewhat Lacking
___Lazy

APTITUDE

___Grasps Ideas Very Quickly
___Above Average
___Rather Slow to Learn
___Very Slow

QUALITY OF WORK

___Excellent
___Above Average
___Below Average
___Very Poor

COMMENTS - (WORKHABITS, SPECIFIC SKILLS, MACHINES, WPM, ETC. AND COMMENTS ON ANY OR ABOVE).

_____

Their Second Objective:

••**to provide a placement program for students at Grinsville High School to include information about jobs outside the region.**

How They Accomplished It:

••they obtained a vacancy list from the Department of Human Resources – Economic Security Office on statewide job listings.

••they contacted former students who worked outside the region about potential job prospects.

••they visited and wrote companies that employed a large number of people from the region. They explained their program and invited them to participate in it.

Their Third Objective:

••**to provide assistance for students who desired to go to work.**

How They Accomplished It:

••they conducted job clinics so that students would gain assistance on the following:

Completing a sample job application

Improving one's personal appearance for a job interview

Experiencing a job interview

Learning good telephone manners

Writing a job resumé.

••they developed self-study guides for students.

••they secured career education materials about local job opportunities from local business personnel.

••they provided teachers with a list of career education materials available for classroom use.

Their Fourth Objective:

••to provide students at Grinsville High School with spot labor opportunities, such as work after school or on Saturdays.

How They Accomplished It:

••Spot labor was coordinated through the regular placement program, but due to the short-term working appointments, spot labor required a different system of records. The majority of work requests came from individual people throughout the Grinsville community rather than places of business.

After the program was implemented, Grinsville School personnel recognized the need to see the effectiveness of the program; hence, the Evaluation.

Q. What information was included in this Evaluation?

A. Grinsville High School considered the following types of information in the Evaluation of their Job Placement Program.

- Number of students served.
- Number of staff involved.
- Follow-up data of needs and outcomes.
- Impact of program on dropout rates.
- Impact of program on youth unemployment rates, and
- Student performance evaluation made by the employers.

Do you want to know some problems you might encounter while you are developing and implementing your Job Placement Program?

If so, read below:

Problem 1: To Pay or Not to Pay

How We Coped With This:

Our work experience was a non-paid experience because students worked during school hours and they received course credit for this experience. In other work situations, including spot labor, students were paid for their work.

Problem 2: Too Much Clerical Work for the Employer

How We Coped With This:

We had employers to complete a brief evaluation form on the students' work performance at the end of a grading period or at the termination of employment. Other contacts were made via telephone or personal visits.

Problem 3: Announcements of Available Jobs

How We Coped With This:

Whenever we received a call for employment we checked the student file cards and matched a job with a student's interest. Then we called him/her into the job placement office and discussed the job in an individual conference. We *never* announced job requests over the intercom system or in large groups.

Problem 4: Screening Applicants for Jobs

How We Coped With This:

We kept the screening process confidential until we arrived at the most qualified applicants. At that time, we called the applicants into the office for individual conferences.

Problem 5: Liability

How We Coped With This:

We required all program participants to obtain either school insurance or a private insurance coverage which protected them while on-the-job.

Some Concluding Thoughts. . . . .

A job placement program helps a student become aware of his/her needs and to take steps to achieve his/her goals. One of the most important aspects of the program is to motivate the student to complete his/her preparation and to realize the possibility of securing a job.

Additional information on a Job Placement Program can be procured by contacting:

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Career Education Program
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Hazard, Kentucky 41701